

Accreditation of the training action, in the form of a Training Workshop entitled

"Learning and Living European Citizenship"

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2. Reasons for the training workshop. Problem and Identification of Training Needs

The presentation of this training action is justified by:

-the urgent need for training in the areas of learning and participation in European citizenship, given the new, 2012, curriculum reforms;

- the existence of an international project (Comenius) that envisions this training.

2.1. The on-going project Comenius 517815-LLP-1-2011-I-IT, European Citizenship in a Learning Programme for Secondary Education (heretofore ECLIPSE) provides for a training workshop for 3rd cycle teachers to be held during the academic year 2012/2013. The project is a consortium of six partners, with coordination by the Università degli Studi di Trento (Italy). The project involves the Institute of Education, University of Lisbon, the proponent of this training workshop, as well as the University of La Laguna (Tenerife, Spain); The International Learning and Research Centre (Great Britain); the University of Hannover (Germany); and the University of Wrocław (Poland). Additional information on the Project can be found at:

a) University of Trento-<http://eclipse.lett.unitn.it>

b)University of Lisbon Institute of Education <http://www.ie.ul.pt>

The Portuguese participation in the Project is focused on in-service teacher continuing education within the context of school practices. The Project includes an action-research methodology. Curriculum materials will be developed by 3rd cycle teachers for their specific disciplines and schools, with preparation conducted in the training sessions of the workshop. These sessions will be supplemented by the independent work of trainees and by the Institute of Education, University of Lisbon and its partners in the Comenius project.

2.2. Research on the evaluation of the citizenship skills of young Portuguese, both internationally and nationally, shows that our 3rd cycle students display poor knowledge about the European Union and its institutions, rights and responsibilities of

citizens, limited participation in youth citizenship organizations. All this is accompanied by little open discussion, argumentation and sustained critical thinking. Students reveal, however, positive attitudes and values regarding democracy and of the values that sustain democracy (Torney-Purta, 2001; Menezes, Alfonso Gião & Amaro, 2005).

Portuguese teachers believe that there is a need to develop education for citizenship; they show commitment to the human development of their students, including the development of autonomy and responsibility; but they have little conceptual coherence for education for citizenship, and difficulty in integrating knowledge and processes of education for citizenship in different curriculum subjects. They do have some facility in the implementation of extra-curricular and multidisciplinary projects (Salema, Martins, Costa, & Tuna (2003); Santos-Trigo, Carvalho & Pintassilgo, 2003).

The shortfalls mentioned above are intensified by the training needs that arise from the new (March, 2012) curricular restructuring. The new structure maintains citizenship education as a transversal educational intention that cuts across all areas of the curriculum. It is no longer a discipline-specific, mandatory curriculum area. This will require teachers of all disciplines to cultivate skills so that, without deviating from the specific discipline objectives, they can develop and integrate education for citizenship, expanding the skills of students, preparing them for future active citizen participation.

3. Recipients

Teachers of the 3rd cycle (years 7, 8 and 9; student age group 12-13 to 14-15) including all disciplines -- Geography, History, Portuguese, Foreign Languages, Science, Mathematics, Physics and Chemistry, Catholic Religious and Moral Education and others.

4. Target effects(change of practices, change of procedures and materials

Our intention is that, at the end of the Training Workshop, teachers should be able:

- to conduct research of the curriculum, of disciplinary program areas, concepts and practices, from a perspective of active European citizenship;
- to understand the concepts of active European citizenship:
- to implement the integration of European citizenship and the disciplinary, programmatic points;
- to develop action-research processes:
 - concerning their practices with the students;
 - that formulate problem-questions about the issues, pedagogical procedures and implemented materials;
 - to reflect upon, and evaluate qualitatively, both processes and outcomes;

- to self-evaluate one's own beliefs, one's own ways of thinking and pedagogical processes that were implemented in light of knowledge and professional development, self-training and hetero-training;
- to propose new and innovative forms of curriculum development.

5. Contents

The training will be developed in two interlinked themes:

- first, a theme related to contextual information and to teaching and learning activities focused on European citizenship;
- second, a theme related to procedures and instruments relating to the empowerment of the autonomy of teachers in the development and innovation of curriculum.

5.1. Learning for active European citizenship in formal education focuses on an articulated knowledge base that is transferable and multifunctional. The knowledge base consists of skills, attitudes, dispositions and values appropriate for situations of societal participation. It includes considerations of both performance and individual development leading to social inclusion and employability (European Commission, 2004b). There will be contextualized integration of two types of knowledge: some dealing with European citizenship, others that focus on specific methodologies for learning in this field. The contents will include:

- Dimensions of Active Democratic Citizenship:
 - political and legal literacy;
 - socio-cultural literacy;
 - economic literacy and entrepreneurship;
- European and global literacy.
- European Union institutions;
- Human Rights;
- Rights and responsibilities of citizens.

The training workshop will seek to deepen, where appropriate, teaching methods and activities for students learning of skills, attitudes and values such as:

- Critical Thinking;
- Speech and argument;
- Democratic Debate;
- Resolution of conflicts;
- Decision making;
- Forms of participation;
- Respect and appreciation for cultural, social and religious differences;
- Readiness to delegate and share;
- Respect for self and others;
- Openness to involvement and participation.

The training workshop will seek to expand knowledge of methodologies and teaching activities that promote the competence of learning to learn.

5.2. In the field of innovation and curriculum development, the following concepts will be developed in the context of teaching practice:

- Action research and critical reflection to improve practice;
- Self-assessment and peer assessment of the practices developed;
- The teacher's reflective portfolio.

6. Methodologies for implementing the action

6.1 Methodological steps

6.1.1 Group Work (in-attendance, common sessions):

- Presentation of the Comenius project and the instruments built by the consortium in order to understand students' skills;
- Information and discussion seminar on the various topics proposed in the program workshop or training identified by the teachers-in-training;
- Presentation of exemplary activities for the development of themes. Group discussion and reformulation of the same;
- Reports of the pedagogical processes implemented by the teachers-in-training and discussion groups;
- Proposals and suggestions for teachers-in-training of new pedagogical activities.

6.1.2 Autonomous Work:

The teachers-in-training will develop autonomous work in their schools, with distance support by trainers, through the moodle platform, with synchronous and asynchronous moments, with the possibility of exchanges between national and foreign schools involved in Comenius project. We will use several interactive modalities such as Skype, webinar, chats, forums.

In their autonomous work the teachers-in-training will develop the following activities and methodologies:

- Application of questionnaires to the students in their classes about attitudes and values perceived by students on the topic of European citizenship; Application of the knowledge test about the European Union and Europe. These instruments, currently in the development stage, are being prepared by the European consortium of the Comenius-ECLIPSE project.
- Analysis of the data produced by the above instruments. Reflection, on the part of the teachers-in-training, about the suitability of such instruments and development of critical proposals to be presented in the common sessions.

- Discussion with students about the results observed from the instruments.
- Development of the situations and activities suggested by teachers-in-training that are related to knowledge, attitudes and values likewise suggested through reflection.
- Conduct a search of disciplinary and program areas that have the potential to be developed through the integration of learning for active European citizenship.
- Analysis of the educational and curricular projects of class groups and of the schools of the teachers-in-training in order to stimulate and develop the objectives of the training;
- Analysis of existing projects in schools and proposals for the involvement of students and class groups in their implementation, for instance through activities such as Europe clubs, projects, NGOs (e.g. OIKOS, Amnesty International, Environment, Learning Entrepreneurship, etc.); Other projects (UNESCO Comenius etc..).
- Development of teaching and learning plans for European Citizenship integrated in disciplinary content. These plans will mention the attitudes, values and knowledge of both areas (civic and disciplinary), as well as methodologies and activities that lead to their development, such as debate, autonomous student research, elaboration of projects that include the participation of the school and community, (that take into consideration the specific characteristics of students, classes, schools and communities.
- Participation in synchronous and asynchronous sessions.
- Administration of student tests and questionnaires in April 2013.
- Analysis of these instruments. Discussion of the results with students.
- During the periods of autonomous work, teachers-in-training will critically reflect on their work and will construct portfolio that identifies problems encountered, solutions that were developed, and a general self-evaluation.
- Critical report about the experience of innovation and curriculum development.

6. 2. Chronology

6.2.1. The workshop will take place during the school year 2012-2013, from September to April.

6.2.2. Number of sessions provided per month: 1

6.2.3 Number of hours provided by each type of session: 3

-Common sessions: 25 hours

-Autonomous work: 25 hours

7. Pre-requisites

Participants must be elementary school teachers (year 7, 8 and 9 covering age groups 12/13 to 14/15). They can be associated with any discipline: Geography, History, Portuguese, Foreign Languages, Science, Mathematics, Physics and Chemistry, Catholic Religious and Moral Education and others.

8. Evaluation

The summative evaluation of the teachers-in-training will be both qualitative and quantitative in nature, and will be reported on a scale from 0 to 10 (in accordance with Circular No. 3, CCPFC, September, 2007).

Two assessment components will be considered: work in the common sessions and autonomous work. Evaluation records of trainees take into account all the elements that reflect the performance of the trainee, including:

Attendance;

Participation;

Completion of assigned tasks;

Integration in the Group;

Participation in the sessions;

Work and activities developed

The evaluation of the teachers-in-training will also include an individual final report that is integrated in a portfolio that describes and evaluates the journey made by the trainee over the course of the workshop.

9. Forms used for General Evaluation

Questionnaires, portfolio e report completed by the trainees and evaluated by the trainer-consultants.

10. Bibliography

We present some publications produced by the Portuguese members of the consortium. Comenius supports the area of learning and participation in European citizenship. In the training workshop, these texts will be referred to and suggested as topics for further reading. Since the focus of the workshop is on practice, these texts will not be presented required reading.

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